



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

Careers- School Policy

The Governor's Committee responsible for this policy is the Curriculum Teaching and Learning Committee. The person in school who prepares the text of the policy for the Governors is the Head of Careers.

November 2023 to be reviewed every 12 months

Rationale

Archbishop Tenison's school motto is; 'Academic excellence for each person in a Christian community'. But what is the purpose of academic excellence? It shouldn't be just letters on a piece of paper that we trumpet for a day, put on the website and forget about- it should be to give our young people the opportunity to pursue their purpose in life, whatever that might be. Our job is to guide them to this purpose through thorough, broad and effective careers education and guidance.

Principles

1. We will provide a programme of careers education through weekly PSD sessions for KS3-4 and Progression Periods in the Sixth Form.
2. The activities in the PSD programme and progression periods are tailored to each particular Year Group and designed to build upon previous knowledge through activities that are appropriate to the pupil and student's stages of career learning, planning and development.
3. We will also provide careers education throughout our subjects, linking what we teach to the wider world and showing the purpose of their education.
4. We will use the Gatsby Benchmarks to guide our careers provision to make sure every child in our care is catered for and we provide good careers guidance for their particular abilities and aspirations.
5. The careers programme will have a systematic structure that we follow every year, but due to opportunities arising throughout the academic year, the provision will be flexible to allow us to take advantage of these opportunities when they come our way, allowing our pupils to get the best possible careers provision.
6. Archbishop Tenison's offers work experience placements through contacts created with local employers. In conjunction with the Careers and Enterprise Company, Archbishop Tenison's School works in conjunction with a local business volunteer – our Enterprise Advisor. The school has entered into partnership with Mott McDonald in order to strengthen our provision and increase employer engagement.
7. We will provide the opportunity for a week of work experience in Year 10 and Year 12 for our pupils to give them a chance to experience the wider world of work and see what careers might be right for them.
8. We will continue to monitor the progress of our pupils and students after they leave Archbishop Tenison's to see where they end up and how effective our careers education is for the pupils and students in our care.
9. All pupils and students are entitled to careers advice that is impartial and confidential. Currently this advice is given in house while we work to source acceptable external support. The entitlement of careers education is provided to all pupils and students from Year 7 to 13. It is integrated into their experience of PSD, enrichment and the whole curriculum. It is delivered and supported by tutors and subject teachers.

School Responsibilities

The Governors will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The member of the Senior Leadership Team that has an overview of CEIAG work makes sure the Head of Careers is following the careers policy.

The Head of Careers is responsible for the smooth running of the careers programme, detailing the careers provision in Compass+ and organising the Careers and Higher Education Fair, Work Experience weeks in Years 10 and 12 and Mock Interview Day in Year 10.

Heads of Year are responsible for keeping their tutors informed of careers opportunities to pass on to their tutees when they are given them by the Head of Careers.

Form Tutors are responsible for informing their tutees of careers opportunities when they are told of them.

Heads of Department ensure that there is at least one scheme of work a year that contains a link between the subject they are teaching and a career.

Subject Teachers are responsible for linking the subject they are teaching to the relevant career during the scheme of work they are teaching.

All staff support this through their actions through the school day.

Pupils and students are responsible for evaluating careers opportunities when they arise and determining whether or not they would be useful for their future careers.

Monitoring, Evaluation and Review

The Gatsby Benchmarks are used in order to evaluate and monitor Archbishop Tenison's careers provision and the school uses the software program Compass + as an evaluation tool. Evaluation happens on an ongoing basis. Archbishop Tenison's communicates with pupils, students, parents and careers throughout the year to ensure access to events which promote careers progression. The school uses destination data at both KS4 and KS5 provided by the Local Authority to assess how successfully students make the transition into the next stage of education, training or employment

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from external visitors to the school such as SIAMS or Ofsted;
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- Regular questionnaires to students, pupils and parents to assess the effectiveness of the school's careers provision

The governors of Archbishop Tenisons will review this policy every three years.

The Gatsby Benchmarks Appendix 1

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> · Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. · The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. · The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> · By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. · Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> · A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. · Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. · All pupils should have access to these records to support their career development. · Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> · By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> · Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> · By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. · By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning	<ul style="list-style-type: none"> · By the age of 16, every pupil should have had a meaningful

	<p>opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> · By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> · Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Archbishop Tenisons Careers Plan Appendix 2

Year 7 Planned Activity

Introduction to the careers library and to the careers adviser.
Drop in offered in the careers corner at lunch time and after school. PSD sessions on careers in the Autumn term
1-2-1 interviews with students on the SEND register/vulnerable. Liaise with SENCO. Complete action plans.
Careers talks from careers providers at least once a year

Year 8 Planned Activity

Drop in offered in the careers office at lunch time and after school.
PSD sessions on careers in the Autumn term
Sessions from providers on potential careers once a term
1-2-1 interviews with students on the SEND register/vulnerable. Liaise with SENCO. Complete action plans.
Careers talks from careers providers at least once a year

Year 9 Planned Activity

1-2-1 interviews with students on the SEND register/vulnerable. Liaise with SENCO. Complete action plans.
PSD sessions on careers in the Autumn term
Careers talks from careers providers at least once a year

Drop in offered in the careers corner at lunch time

Year 10 Planned Activity

Small group talks explaining post 16 option choices and progression routes (careers education in preparation for careers guidance interviews in Year 11.) 1-2-1 interviews with students on the SEND register/vulnerable who require additional support. Complete action plans.
Drop in offered in the careers corner at lunch time
Work experience – 1 week
Mock Interview Day
PSD sessions on careers in the Autumn term
What Career Live careers event offered to every pupil
Careers talks from careers providers at least once a year

Year 11 Planned Activity

1-2-1 interviews with all Year 11 students – complete action plans. Advance Passports for Gifted and Talented pupils with careers one-to-one Lunch time careers drop in.
Careers focus in assemblies
Assemblies with at least one apprenticeship provider PSD sessions on careers in the Autumn term
What Career Live careers event offered to every pupil
100 Black Men charity invited in to talk to BAME pupils about careers Crystal Palace Careers Fair and practice job interviews for Year 11 pupils

Year 12 Planned Activity

1-2-1 interviews with students who self-refer or those identified by staff as requiring individual support.
Follow up interviews if required to those identified students.
Support UCAS presentations and events.
Mott Macdonald Inspire programme for potential engineers- includes a civil engineering project and potential work experience in the summer
Lunch time/after school careers drop in.
What Career Live careers event offered to every student Students offered a university taster day.
Student trips to Churchill College Cambridge and Mansfield College Oxford
Intended and actual destination tracking.
Liaise with parents and carers. Careers focus in assemblies
PSD sessions on careers in the Autumn term

Year 13 Planned Activity

1-2-1 careers interview offered to all students prioritising those students not seen in Year 12.
Support and track UCAS applications. Support UCAS presentations and events.
What Career Live careers event offered to every student Lunch time/after school drop in.
Intended and actual destination tracking. Liaise with parents and carers.
Careers focus in assemblies.
Student have one tutor time slot per week on careers PSD sessions on careers in the Autumn term

Archbishop Tenisons Careers Plan Appendix 3

Archbishop Tenisons: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement:

All pupils in years 8 to 13 are entitled:

To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure:

A provider wishing to request access should contact reception@archten.croydon.sch.uk stating that the correspondence is for the careers lead.

Opportunities for access

A number of events, integrated into the school careers program, will offer providers an opportunity to come into school to speak to pupils or their parents or carers:

Year	Autumn	Spring	Summer
7	Assemblies on Wednesday Mornings PSD sessions on Community and Careers	Assemblies on Wednesday Mornings	Assemblies on Wednesday Mornings PSD Sessions on digital literacy
8	Assemblies on Monday mornings PSD sessions on Community and Careers	Assemblies on Monday mornings	Assemblies on Monday mornings PSD Sessions on digital literacy

9	Assemblies on Friday mornings PSD Sessions on Setting goals	Assemblies on Friday mornings	Assemblies on Friday mornings PSD sessions on Employability Skills
10	Assemblies on Thursday Mornings PSD Sessions preparing for Work Experience Careers and Higher Education Fair	Assemblies on Thursday Mornings	Assemblies on Thursday Mornings PSD Sessions on Financial Decision Making
11	Assemblies on Tuesday Mornings PSD Sessions on their next steps Careers and Higher Education Fair	Assemblies on Tuesday Mornings	Assemblies on Tuesday Mornings
12	Assemblies on Wednesday Mornings Progression period Tuesdays Careers and Higher Education Fair	Assemblies on Wednesday Mornings Progression period Tuesdays	Assemblies on Wednesday Mornings Progression period Tuesdays
13	Assemblies on Wednesday Mornings Progression period Tuesdays Careers and Higher Education Fair	Assemblies on Wednesday Mornings Progression period Tuesdays	Assemblies on Wednesday Mornings Progression period Tuesdays

Please speak to our Head of Careers to identify the most suitable opportunity for you.

Appendix 4- Statutory Duties

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- Archbishop Tenisons believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. SIAMS or Ofsted)

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Corner in the Library, which is managed by the Head of Careers.

The Resource Centre is available to all students at lunch and break times.

Approval and review

Approved [date] by Governors at Curriculum and Standards

Committee Next review: [date]

Signed: Richard Mash, Chair of Governors

Richard Parrish, Head teacher